

## Identifying the Theoretical Review of Narrow Free Voluntary Web-Surfing for Reading Comprehension and Reader's Interest

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### ABSTRACT

The theoretical research aim is to investigate statements written by Stephen Krashen in his book Free Voluntary Reading about the use of Narrow FVS (free voluntary web-surfing) in reading and its potential to foster reading interest, motivation, and understanding of readers. Based on the literature review analysis, several points can be obtained that will make it easier for readers to develop their language skills and make them useful to understand a text. Kindly separate the rationale of narrow FVS, including narrow reading, free voluntary reading, and free voluntary web surfing, all three of which can be concluded to have good potential in making it easier for readers to understand a reading text, get varied input material easily, and be a good solution for growing reading habits. The research can be concluded from several analyses of the three techniques, which have the same characteristics, including extensive reading and pleasure reading, so they can be combined. In addition, reducing reading lexical load and anxiety will positively impact readers' motivation to continue reading in large quantities with more confidence.

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### 1. INTRODUCTION

Reading is one of the activities used by EFL learners in transforming writing into ideas or information, which is converted into understanding. There are not a few cases that examine how reading can be easy and fun, the importance of reading skills, perceptions of a method and so on that support the smooth process and results. Reading is also a skill that must be addressed and adapted for survival in a class that relies too much on long and tedious academic texts (Novitasari, Rahayu, & Suryanto, 2021). With the results and records, not a few learners lose motivation in reading and get low scores in completing tests made by the teacher. According to (Novitasari et al., 2021), the number of failures in reading is influenced by many things. One is the absence of reading sources that match what learners are interested in the class, so readers cannot enjoy what they are reading.

Reading activities communicatively and purposively aim to convey the author's intent to the reader (Ahmadi, 2017). This intention can be in the form of literal, interpretive, critical and creative understanding to achieve good reading comprehension. In addition to the problems above, another

cause that becomes a problem in reading comprehension is limited vocabulary mastery which creates more lexical burdens on the reader. Problems encountered in reading comprehension based on culture include differences in potential to understand something orally and in writing, differences in learner's and teacher's knowledge which require students to follow what is taught by the teacher, lack of knowledge of good and effective reading strategies, limited good and correct examples. In English, the way of teaching could be more pleasant, and the time allocation is not enough in class (Suryanto, 2017). The lack of knowledge about good reading strategies is also the reason for the research conducted by (Syafii, 2021) on the use of story mapping, which is one of the strategies in reading comprehension activities, with the result of increasing motivation and comprehension scores. However, most previous reading comprehension strategies took place like a group discussion.

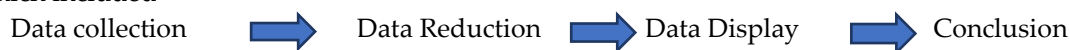
Only a little research has been done on reading comprehension strategies that allow learners to do it independently according to their interests. Therefore, based on the problems above, (Renandya, Krashen, & Jacobs, 2018) inspired the researcher to cultivate enjoyable reading habits and enable learners to continue reading in large quantities with various differences in the learner's interests and knowledge of reading material. This investigation is taking place to determine the extent of the role of narrow reading and free voluntary web surfing as a strategy to overcome the lexical burden and reading resources limited to the learner's attractiveness. The following explains what narrow reading and free voluntary web surfing are as reading techniques and how to get comprehensible input that is easy and fun input. This research will provide knowledge about reading strategies for comprehension that can be done independently or adapted to reading learning courses in class.

## 2. METHOD

To be precise, this research is qualitative, namely document or content analysis. Qualitative research is defined as research that emphasizes meaning and research data in the form of descriptive, observational results, documentation or interviews (Sugiyono, 2013). Meanwhile, Document or content analysis is defined as a study that aims to identify a characteristic of something, both visual and written (Ary, Jacobs, Sorensen, & Walker, 2013). So the researcher chose this theoretical study to discuss three variables in depth regarding narrow reading, free voluntary web surfing, and reading comprehension, which will be identified in the following steps or ways:

- a. Determine the variables to be studied
- b. Selecting several articles or books as secondary data sources that will be used to explain each variable
- c. Formulate some variables with some specific code
- d. Analyze data based on research objectives and problem formulation

Furthermore, in analyzing research data, researchers used the Miles and Huberman model, which included



## 3. FINDINGS AND DISCUSSION

In this study, researchers identified variables as several separate discussions to find out how they are understood and defined as bellows:

### Pleasure Reading

Reading is generally defined as interpreting writing into meaning through schemata and background knowledge. Reading is also described as an interconnected process that includes linguistic elements such as interaction symbols, mental processes, decoding and interactive processes (Budiharso, 2014). Because it deals with these things, especially interactive processes and mental processes, pleasure reading is assumed to be reading with a mental atmosphere and a pleasant process. In this activity, students have the right to choose reading material that they think is fun and

interesting, be it in magazines, articles on the web, newspapers, or comics (Maharsi, Ghali, & Maulani, 2019). So reading for pleasure is a reading activity that allows readers to enjoy what they read to achieve inner satisfaction in a large amount of text, as is the case with extensive reading with the time that can be done anywhere.

Several previous studies also explained that reading for pleasure is highly recommended to increase vocabulary mastery so that it can be used as a basis for understanding academic texts and other texts with specific goals in them because high interest in reading will allow students to continue reading in large quantities so that vocabulary mastery he said it would improve by itself. (Maharsi et al., 2019) explain that from students' perceptions, the lack of availability of exciting reading materials and the lack of technical knowledge by EFL learners are still the leading cause of low interest in reading; reading materials must be more varied. Using pleasure reading can also reduce anxiety and increase motivation in reading because it is a fun activity.

### **Reading Comprehension**

Reading comprehension is a discussion commonly interpreted as one of the goals of reading activity, namely a process of understanding a printed text by involving two aspects, both psychological and background knowledge, to make meaning. According to (Budiharso, 2014), reading comprehension is a process by which readers obtain information from what they read in the context and linguistic elements of the text. There are usually several stages in reading comprehension, including literal, interpretive and applied. However, according to (Husni Teuku, 2017), reading comprehension levels are divided into two types, namely low and high levels. The low level is literal understanding which includes linguistic elements, while the high level includes creative, critical and interpretive reading.

Linguistic elements refer to more specific information, such as detailed facts, main ideas, several-word elements, and points of view. At the same time, types that require high understanding include connecting several main ideas with the knowledge to make conclusions and use them to make an understanding in a general way. Whole. From some of the explanations above, reading comprehension is greatly influenced by sufficient vocabulary mastery as EFL learners so that it can be used as a basis for understanding EFL texts.

Several perspective reading comprehensions are differentiated psycholinguistically, cognitively and the process (Kong, n.d.). Psycholinguistically, it begins with the representation of the text and then ends with how the reader makes meaning of what the writer has written. From a cognitive perspective, reading comprehension is related to cognitive processes in processing input into information that starts visually, working memory, and up to long-term memory (meaning codes). Based on the process includes Bottom-up, Top-down, and Interactive (Kong, n.d, 2019). The success of reading comprehension, in general, is also reviewed from several factors, namely reader, text and interaction, how is the reader's ability to understand the words available in the EFL text, the suitability of the text with the reader's abilities both in terms of content, genre, organization, and readability, and how the interaction includes the purpose of reading and skills used.

### **Narrow Reading**

Narrow reading is part of extensive reading applied to reading activities in only one type, test material, or author's work. The two main ideas of this strategy are books linked by author and books linked by subject. These ideas are applied to storytelling and explanatory material (Bryan, 2011). Some Narrative works are easier to understand when the authors are the same, while some expository material is more robust when related to the subject (Gardner, 2008). In addition, narrow reading is used for various purposes, such as vocabulary mastery, speed reading, and reading comprehension. Extensive reading or narrow reading has a very positive impact on readers. Writings identified with each other will make it easier for readers to get information and understand; this allows readers to read more (Chang, A. C. & Millet, 2015).

Narrow reading is always associated with specific material so readers can read freely. On the other hand, (Bryan, 2011) states that narrative works associated with similar writers have the same unique vocabulary and supporting words. They use similar expressions several times. They use similar characters and foundations created in previous writings in a series. Meanwhile, expository usually use writing related to the theme. It depends on the student's ability to select input materials based on their current level of understanding. With these two methodologies, it is crucial to provide a practical framework and easy to follow in reading books, comics, and magazines (Rasyid, Setyakarnawijaya, & Marani, 2017). The many variations, both in terms of genre and topic, are also one of the things that can foster interest in reading in practicing this method.

Narrow reading is one of many reading comprehension strategies that use relevant books linked by authors and themes. The reading comprehension system is a psychological or behavioral activity validated based on certain logical conditions, which means working on several parts of consciousness (McNamara, D.S. (Ed.), 2007). (Chang, A. C. & Millet, 2015) highlights that learners who believe in reading may find it easier to transfer their reading skills to new books at an enjoyable pace and reach a more reasonable level of comprehension. Topics used in reading comprehension affect the understanding of the reader. Related to reading problems or things that are used as topics, if the reader knows the problem, it will be easier to understand reading texts in English.

### **Free Voluntary Web-surfing**

Free voluntary web surfing is one of the theories that emerged after (Renandya et al., 2018) explained free voluntary reading. In essence, both have the same concept in terms of technique but use media input through web-surfing activities. The use of web surfing can include platforms, applications, or blogs that can provide input material for free voluntary reading activities. Free voluntary reading is a reading technique that allows readers to choose their reading material to read to enable the learner to become more autonomous. Free voluntary reading is also called pleasure reading (Durán Bautista & Rendón Marulanda, 2018). Of course, in free voluntary web surfing, readers can use the internet in the reading process, which is also related to the reader's skill builder in using technological devices to obtain written sources that are easy to understand (Renandya et al., 2018). The effectiveness of free voluntary web surfing comes from whether the reader can predict the intent of a text without having to read everything through the free voluntary web-surfing activity. According to (Renandya et al., 2018), readers can acquire new words with grammatical, new structures through sources that are written comprehensible input with predictions that allow a new word ready to be acquired "ready" in the formula  $i+1$ ; if this is successful, then the reader does not require more effort in understanding sentences and getting new vocabulary automatically. This process is closely related to the background knowledge that the reader has.

The initial mastery of an acquisition process is the mastery of vocabulary and grammatical rules, after which it will be passed on to comprehension and the ability to write or pronounce. Then the internet is a source for getting texts that are easy to understand; the internet can be used as a medium for getting fun texts both site to site and site to print (Renandya et al., 2018). Of course, its success is only influenced by the reader's ability to use the internet and technology and text according to what the reader is interested in.

The results of a theoretical review on pleasure reading, reading comprehension, narrow reading, and free voluntary web-surfing, the four have the same analysis on how learners enjoy reading, can read in large numbers, become autonomous readers and have a stake in determining what they read, and supported by obtaining comprehensible input material both in writing and in the text through easy internet access. Analysis of the statement from (Renandya et al., 2018) regarding the combination of Narrow Reading and Free Voluntary Web-surfing techniques as a good strategy for finding easy access to comprehensible input material and developing competency levels in narrow and deep reading is explained as follows:

**Table 1.** The analysis of the result and discussion

No	Number of Discussion	Description
1	Pleasure Reading	<ul style="list-style-type: none"> <li>• Provides a recreational effect, entertains and positively impacts achieving satisfaction in reading activities.</li> <li>• Readers can choose the reading material that interests them.</li> <li>• It fosters interest in reading and forming reading habits by getting used to it without pressure, not through achievement scores.</li> </ul>
2	Reading Comprehension	<ul style="list-style-type: none"> <li>• Reading comprehension is one of the things that is done in reading activities to reach a new understanding which is the result of the input material.</li> <li>• Comprehension has three levels: the ability to interpret the text literally, critically and creatively.</li> <li>• Its success is influenced by background knowledge of what is read and literal ability (mastery of vocabulary and grammatical structure).</li> <li>• Influenced by several factors such as reader, text, and interaction.</li> </ul>
3	Narrow Reading	<ul style="list-style-type: none"> <li>• Narrow reading is a technique of extensive reading (reading in large quantities) to remove the lexical burden significantly affecting comprehension through predictions that enable word and grammatical acquisition processes.</li> <li>• Narrow reading is based on its recreational nature (pleasure reading), allowing the reader to keep reading.</li> <li>• Developing language skills academically through 3 things, choosing the correct text, reading independently and reading narrowly.</li> <li>• Narrow reading is a reading technique connected to one text and another; it includes narrative works connected to the same author and genre and expository material connected by the same topic or theme.</li> </ul>
4	Free Voluntary Web-surfing	<ul style="list-style-type: none"> <li>• Free Voluntary web surfing is a free reading done through surfing activities or internet access, both site-to-site and site-to-print.</li> <li>• This is done by self-selected reading, free voluntary reading, and pleasure reading.</li> <li>• Allows the reader to be more autonomous, independent and with low anxiety in its continuity.</li> <li>• Ease of access to written comprehensible input and comprehensible text.</li> <li>• Based on the skill of using computers, technological devices and the internet.</li> </ul>

The analysis above describes the essence of the activities in the four variables that can be related to one another with the same goal, which is based on (Renandya et al., 2018) regarding the combination of narrow reading and free voluntary web-surfing methods and their relation which has a positive impact on the ability understand a text, critically, and creatively.

#### 4. CONCLUSION

Free voluntary reading is the same thing in its application as pleasure reading, which is used with the same objective recreationally to achieve the inner satisfaction of the reader. It is the same as narrow reading, where the treatment is the same, motivating the reader to be interested in reading. All three are self-selected, as is (Renandya et al., 2018), who states that background knowledge makes it possible to assist the reader in the prediction process on higher comprehensible input with the "i+1" formula. The accuracy of the prediction will help the reader acquire foreign languages automatically. Moreover, in its convenience, it is offered through narrow reading connected by authors, genres, themes and topics with unlimited access (via the internet).

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